

J. Chapman

THE
HISTORIC COLLEGE

ITS PRESENT PLACE IN THE EDUCATIONAL
SYSTEM

AN ADDRESS

DELIVERED BY

WILLIAM JEWETT TUCKER

*UPON HIS INAUGURATION AS PRESIDENT OF
DARTMOUTH COLLEGE, JUNE 28, 1893*

WITH THE EXERCISES ATTENDING
THE INAUGURATION

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EXERCISES OF THE INAUGURATION.

THE marshal of the day, the Reverend Howard F. Hill, Ph. D., of the class of 1867, formed the inaugural procession of students, alumni, and invited guests in front of Dartmouth Hall at 10.30 A. M. At the college church the Reverend Alonzo H. Quint, D. D., of the class of 1846, the senior member of the Board of Trustees, took the chair, and the exercises of the inauguration proceeded in the order in which they now appear, with music at appropriate times from Baldwin's Band of Boston.

PRAYER BY THE REVEREND SAMUEL C. BARTLETT, D. D.,
EX-PRESIDENT OF THE COLLEGE.

Great and eternal God, our heavenly Father, look down upon us in love as we are here assembled in the interests of thy kingdom. Thou art our God and our fathers' God, and thou, our Lord and Saviour Jesus Christ, art the same yesterday, to-day, and forever. We come and we go, but thou abidest. We begin our work, and we end it soon, but thou workest on from age to age, unhindered by the limits of time, the lack of means, or the urgency of haste. And we rejoice that we may ally ourselves to that great and benign enterprise of thine in this fallen world of ours, which is founded in thy love, upheld by thy might, and guaranteed by the word and the oath of God, that one central movement in the world's ongoing which, amid all other failures and overthrows and wrecks, holds on its way to victory and triumph, the everlasting kingdom of our Lord and his Christ.

We thank thee, O Lord, that in the generations past

thou didst establish here a distant outpost of thy kingdom, and hast made it a stronghold and an aggressive force. Thou didst here set up the old landmark, not to be removed. The feeble beginning, undertaken in faith and carried on with the patience of hope and the labor of love, thou hast made strong by thy presence and benefaction; and the choice vine, once planted in the unbroken forest, thou hast caused to send forth its fruitful branches through the land, and twine its tendrils round the globe.

We thank thee, O Lord, for the incalculable blessings with which this college in its long life has been freighted. We thank thee for the good men and true, its faithful guardians, that have held it fast to its origin and aim; for the long and noble array of conscientious teachers who have set their lasting mark upon the passing generations; and for the thousands that have gone forth hence in the ardor of youthful strength and zeal, to fill to their fullness the useful and honorable callings of life, many of whom remain unto this present, but the greater part are fallen asleep and have gone to their reward.

And now we come to invoke thy blessing upon the whole future of this institution. Thou hast brought it in past times through hard struggles, great difficulties, and grave perils to a condition of unbroken prosperity and hope. Thou hast greatly enlarged its power for good. Thou hast united the wishes and interest of its friends upon thy servant, its president elect; thou hast persuaded and inclined him hither, and art now opening before him a sphere and promise of eminent usefulness. Go with him, hold him with thy right hand, guide him with thine eye, and gird him with thy strength to meet the expectations, perform the duties, and bear the heavy burdens, cares, and responsibilities of his high office. May he foster and share a better work than any of his predecessors. Spare his life and strength for a long and prosperous administration. May he be enabled to hold the institution

firmly to its ancient moorings of sound learning and thorough training, consecrated by true piety and dedicated to the Master's cause. May all the friends of the college gather to his support, both with good words and better deeds. Through him and his associates may the best teaching and the best examples be transmitted to the generations to come; and may the venerable college become more and more venerable with years, and learning, and helpfulness to the kingdom of Christ, till the kingdom and the dominion and the greatness of the kingdom under the whole heaven shall be given to the people of the saints of the Most High, through Jesus Christ our Lord. Amen.

PRESENTATION OF THE CHARTER OF THE COLLEGE TO THE
PRESIDENT ELECT BY THE REVEREND ALONZO H. QUINT, D. D.,
IN BEHALF OF THE BOARD OF TRUSTEES.

I have the honor to hold in my hand the charter of Dartmouth College. It was dated on the thirteenth day of December, seventeen hundred and sixty-nine. It bears the autograph of John Wentworth, the then royal governor of the Province of New Hampshire, in behalf of George the Third, then king of Great Britain; and it was countersigned by Theodore Atkinson, secretary of the province. It mentions the great work already done by Eleazar Wheelock, and it gives to him, with eleven others whom it names, the powers of a perpetual corporation. It specifies a twofold object,—on the one hand, to give the knowledge of the gospel of our Lord Jesus Christ to “the savages of our American wilderness;” on the other, “that the best means of education be established in our Province.” An allusion in the charter intimates a sad forecast of the fate of the Indian, and accordingly, for its second object, the scope of the college is made so broad as to include “all liberal arts and sciences,” while its officials are to have powers “as fully and freely as any

one of the officers and ministers in our universities or colleges in our realm of Great Britain.”

Scarcely one of the persons named in this parchment was living a hundred years ago. But institutions are not dependent upon particular men's lives. The college continues. Men illustrious for ability and devotion have successively given their lives to its service. It has received the benefactions of liberal men and women. It has had the prayers of godly Christian people, and especially of fathers and mothers who have placed their sons under its care. Seven thousand young men have gone out from its halls into the active work of their respective generations, and never has the prophecy of its future been brighter than at this hour.

It was without a single misgiving that the trustees summoned you to the headship of this college, and it was with great happiness that they received your final acceptance. Acting in their behalf, and speaking in their name, I place in your hands this massive gold emblem, given by an eminent citizen of London in the last century to belong to the presidential office. But more especially I commit to you this charter, with all that it signifies, — its history, its honor, its responsibilities, and its opportunities, — committing it to you, beloved son of your Alma Mater, President of Dartmouth College.

ACCEPTANCE OF THE CHARTER BY THE PRESIDENT ELECT.

GENTLEMEN OF THE BOARD OF TRUST, — I accept the charter of the college which has now been put into my keeping by the hand of your chairman. I accept it with profound and unqualified respect, and it will be my purpose to maintain and fulfill its intention honestly and impartially during the period of my administration. In this purpose I am assured of your coöperation.

ADDRESS IN BEHALF OF THE ALUMNI BY MELVIN O. ADAMS,
ESQ., OF THE CLASS OF 1871, PRESIDENT OF THE ALUMNI
ASSOCIATION.

MR. PRESIDENT, — In a larger sense, the body which I have the honor to represent here has already spoken ; but, if anything more were needed to give it a place in this historic day, my brief word shall put it there. I have observed with deep interest the ancient and revered charter of the college, made glorious among all English-speaking peoples by the eloquent and tender devotion of one of her most distinguished sons, and now for the first time actually seen by many of us, placed in your hands and keeping ; but, let me remind you, we did not come with the charter. Strictly speaking, we are not of it. Rather are we the product of that loyalty to duty of your distinguished predecessors, and of the teaching force of a no less honored faculty.

The previous incumbents of your high office have had much to do with us ; but to-day, by right, we have something to do with you, — a right not obtained by artifice, trick, or pretense, but granted to us as the result of the best thought of the times. With this right there comes however, an added responsibility, indicated as it is by an intensified interest in the institution and yourself. And if, perchance, hereafter your eye dims, your feet falter, your hand loses its grip, but for a bit, in the great work you have now undertaken, turn to us, make of us, if you please, your standing army ; for have we not enlisted with you in the cause of perpetuating, ay, of advancing, the standard of this dear old college ? And know that to-day throughout this entire country, wherever her alumni are gathered, beginning with the Pacific and running along the entire line to these green New England hills, never more beautiful than now as they gleam under the welcome sun, they send up from post to post the loyal sentry-call, “ All is well.”

RESPONSE BY PRESIDENT TUCKER.

MR. PRESIDENT AND BRETHREN OF THE ALUMNI,—
I thank you with full heart for your greeting. The fact of which I am most conscious, as I stand before you, is that I am an alumnus of the college. The loyalty which we share in common has defined my personal duty, and placed me in the position which I have now assumed.

You have been pleased to say, Mr. President, that I may call upon the alumni as upon a standing army. It is the college which commands us all alike. We will not divide the honor of our mutual service. But the pledge of your support is the ground of my present action. I should not have taken the presidency without the assurance of it. No college can thrive without the active, and, if need be, self-denying coöperation of its graduates. Dartmouth College is now in a peculiar sense in the hands of its alumni. The future of the college depends as never before upon your wisdom, zeal, and enthusiasm. I congratulate myself that, while I assume no divided responsibility, I pass to the presidency at a time when, from the nature of the obligations which you have assumed, I have the right to expect the loyalty of every son of Dartmouth. I accept, Mr. President, your strong and assuring words, in the confident faith that they will be found to have expressed the abiding sentiment of our fellow-alumni.

ADDRESS OF WELCOME BY PROFESSOR JOHN K. LORD, PH. D.,
ACTING PRESIDENT OF THE FACULTY.

In saying a few words this morning in behalf of the faculty, I take special pleasure in the fact that I do not have to make a welcome, for I do not speak to meet the requirements of a programme, or to satisfy the proprieties of an occasion, but to express the feelings that rise unbidden and call for utterance.

When a vacancy occurred in the presidency of the col-

lege, our thoughts turned first to you, Sir. For several reasons we hoped that you might become our president. You were a loyal son of the college, nurtured at the old hearthstone, and having, in addition to your acquaintance with the college as an alumnus, a thorough knowledge of its traditions, needs, and possibilities, coming from your long service as a trustee. You were also engaged in the practical work of education, and were thoroughly familiar with the problems it presents. When you first declined your election to the presidency we were greatly disappointed, though we could but acknowledge the force of your reasons. Yet even then we did not entirely cease to hope; and when some of us presented informally to the trustees a statement of what we hoped for in the next president, our expressions were abstract in form, but our thought was concrete in you. We observed that our sister institutions in New England, Harvard, Yale, Williams, Brown, and Amherst, had taken for their presidents practical educators, and we felt that Dartmouth should have a president of the same class. Education has become both a science and an art, and they only can successfully occupy its high positions, meet its problems, and administer its affairs, who by long experience have full knowledge of its methods and its aims.

And now that you have come to the presidency we give you a cordial welcome. We welcome you, first of all, to hard work. From the time when Eleazar Wheelock first lifted up his axe upon the thick trees that stood upon this common, the presidents of the college have found their position one of laborious service. It still demands unremitting toil, if not of the hands, yet of the head and the heart. Your sympathies will be taxed, and all your mental energies drawn upon, in the conduct of your office.

But we welcome you to opportunity. You have left a chosen field of labor, where the grain was white for the harvest, but you are coming to another of equal oppor-

tunity. I do not mean simply the opportunity to foster and enlarge an institution which has a noble past, a grand present, and a future bright with promise, but the opportunity to impress yourself upon those who are to be a power in the next generation, to perpetuate yourself in their lives. I know of no grander privilege than that of making one's life a force in other lives, and of helping forward the development of exalted character. Your predecessors in office have nobly used this privilege, and many in this audience can testify to the inspiration which they have gained from them.

We welcome you, also, to our hearty coöperation. We will gladly and loyally follow your leadership. We look forward with confidence. We are full of enthusiasm and of hope, but we are not unbalanced by the one or dazzled by the other. We see that work is before us, as before you, and we will work together. We will retain our judgment and give you our best advice, knowing that the most loyal supporters are thoughtful and watchful friends. President Tucker, we love the college; we wish that its future may surpass its past, and for that end, with strong confidence in your wisdom, judgment, and character, we pledge you our undivided support.

RESPONSE BY PRESIDENT TUCKER.

I assure you, Professor Lord, that in what you have said, speaking for yourself and for my future colleagues in the faculty, you could have spoken no word more grateful to my present personal feeling. In coming to you I have broken away from the companionship of men whom for the past ten years I have trusted and loved. Until then I had not known the significance of such a companionship. Now I value it beyond any friendship which is possible to a man outside the limits of his home. I value, therefore, through this experience, the generosity of your welcome, as you offer me a place among men toward whom I may entertain a like trust and affection.

It is a somewhat singular fact that there is no one among you whom I knew as a member of the faculty when I was a student. Several of those who were then upon the faculty are living, but they are in service elsewhere. I had hoped much in all personal ways from the return of Professor Patterson to the service of the college, the one connecting link between the past of my day and the present. With his death the past becomes a memory, and I find myself altogether in the presence of men of my own or a later generation.

You have welcomed me to work,—to hard work. I am quite sure that you mean what you say. I had not been on the ground a week before I found my largest expectations realized. But I may as well say to you at once that I came with the intent of work for the college, and I trust that my presence may prove to be not so much a relieving as a stimulating force. An overworked faculty is in a sense a wasteful faculty. Unnecessary burdens should be removed. The wisest possible distribution of force should be made. But nothing, as it seems to me, can take the place of strong, persistent, and eager work. It is, as you suggest, the opportunity which lends dignity to our tasks, and in which we may find ceaseless inspiration. No past could be more inspiring than that which we inherit. I acknowledge the greatness of the accomplished work which I take from the hand of my honored predecessor, and of those who wrought with him, and I rejoice in the promise of that service which now invites our enthusiasm and devotion. I ask for no greater honor for myself, nor for you, than that we may be found worthy of the long succession in which we now take our place.

INAUGURAL ADDRESS.

THE HISTORIC COLLEGE: ITS PRESENT PLACE IN THE EDUCATIONAL SYSTEM.

MR. CHAIRMAN, LADIES AND GENTLEMEN, — Some of the more careful observers from abroad, who have described our national characteristics, have pointed out one exception to the otherwise confident and exuberant tone in which we are wont to speak of our institutions. They have noted the fact that we fall into the language of apology, and even of depreciation, when we refer to our higher institutions of learning. The common school system of the country is much exploited in our speech, as they observe, on account of its relation to our political idea and the working of our political machinery. It is when we talk of our colleges and universities that we seem to temper our speech under the evident sense of their immaturity. And yet it is at this very point of the higher learning that one of our most recent foreign critics bids us revise our judgments, and put a different estimate upon the relative value of our achievements. “If I may venture,” Professor Bryce says, “to state the impression which the American universities” — under which term he includes the more advanced colleges — “have made upon me, I will say that while of all the institutions of the country they are those of which the Americans speak most modestly, and indeed deprecatingly, they are those which seem to be at this moment making the swiftest progress, and to have the brightest promise of the future.”¹

¹ *The American Commonwealth*, vol. ii. p. 553.

I am not unmindful, as I make this quotation, of the sweeping criticism of Dr. von Holst in his address at the first convocation of the University of Chicago,¹ to the effect that there is in the United States not a single university in the sense attached to this word by Europeans, every institution bearing this name being a compound or hybrid of college and university, or a torso of a university. But widely as these critics seem to differ in view, and especially in tone, their criticisms are not altogether inconsistent. For the immediate point of comparison with Mr. Bryce is not the American and European university, but the rate of progress which we as a people are now making through our colleges and universities compared with the general progress of the country. The comparison at this point is, I think, unmistakable. The present advance in the educational development of the country is far greater than in its social or political or even religious development. I have elsewhere referred to the present as an educational epoch, as distinctly marked as any material or moral epoch which may have preceded. Every sign points that way, though the most evident signs are not of necessity the most significant. Any one can see where the current of beneficent wealth is flowing; any one can see the establishment and enlargement of the great schools: but more significant than these signs, to those who are in a position to discern it, is the spirit of the new scholarship, which craves the severest personal discipline, employs the most rigorous methods, and is content only with truth at the sources; and more significant still the hunger and thirst of the multitude, that growing appetite for knowledge among all classes, which is beginning to compete with the passion for money.

Now, among the direct results of this vast educational movement, there is one result which, though in a sense of secondary importance, claims our special attention, namely,

¹ Published in *Educational Review*, February, 1893.

the re-distribution or re-classification of the higher institutions of learning. A process is now going on which is testing the capacity, and determining the scope, and fixing the relative grade, of these institutions. As clearly as if the question was put to each one, what position do you propose to take, under what limitations do you propose to work, what exact end do you propose to satisfy, the logic of events is forcing an answer. Indefiniteness of purpose, irresolution, inaction at this time on the part of those in control, will certainly cost any existing institution its rank, and quite possibly its existence.

What, then, I ask, as the object of our direct concern, is the legitimate place under the new educational conditions of the historic college, obviously distinct from the technical school, and also distinct, though not as obviously, from the university? I ask the question, of course, in supreme thought of our own college, and my answer will fit most immediately its conditions. And yet I have in mind, as I speak, that large and honorable fellowship in which we stand. Dartmouth College belongs to a group of foundations, now of historic dignity, which have retained the name, and which continue to exercise the functions, of the college, in distinction from the school of technology or the university. With the exception of William and Mary College, which divides with Harvard, though at long distance, the honors of the seventeenth century, and with the possible exception of the College of New Jersey, — my doubt here being in regard to the proper classification, not as to the date, — Dartmouth is the oldest of this particular group. Its charter dates from the provincial era, bearing the signature of George III. In close company, however, in time, were Rutgers, Hampden-Sydney, Union, Williams, — which celebrates its centennial the present year, — Bowdoin, and Middlebury, all falling within the last century. These are illustrations of what I have termed the historic college. The college idea, the type which they

introduced into our American educational economy, has shown a remarkable persistence. It reproduces itself with little variation in the newer States, and competes not unsuccessfully with other types. There are many weak colleges throughout the country, as there are many weak educational institutions of every name. But it is doubtless fair to say that the idea is vital and germinant. It is a somewhat significant fact that, in the organization of the higher education of women, the independent endowments follow chiefly the college type.

The question, which I have proposed as to the legitimate place of the historic college in the present educational development, may be brought into clearer discussion if I divide it, and ask,

First, What is the essential and permanent characteristic of the college?

Then, What is the capacity of the college to meet the widening demands of the new education?

And finally, and with special reference to our own environment, What relation may a college sustain to associated institutions without attempting the functions of a university?

What is the essential and permanent characteristic of the college? In my conception of it, it is best expressed in one word, homogeneity. To say that a college must have unity is to say no more than ought to be said of any great educational body. A university has a unity as well defined as that of a college, but it is made up of heterogeneous elements working in separate ways and towards divergent ends. Concessions must be made to these diverse elements, which affect the whole internal economy of a university, making it entirely different from that of a college. Discipline, for example, is reduced to a minimum by the elimination of questions which, under other conditions, might be of vital importance.

The homogeneous character of the college finds an

extreme but very expressive illustration in the colleges which make up the English universities. An Oxford or Cambridge man is such only by second designation. He is first of Trinity, Kings, Emmanuel, Oriel, Merton. Hence those remarkable groups of young men which have been formed from time to time in each university, and out of which have sprung many of the greater political and religious movements of England.

The analogy of the colleges in the English universities holds good only at a single point. The system itself is absolutely unique. But as the college idea was transplanted into American soil, and as each college grew up, not in a cluster, but separate and alone, drawing its scanty nourishment from its immediate surroundings, and exposed to all the vicissitudes of the colonial and early national life, the idea which they represented in common was naturally intensified in the history of each. The New England college took its own strength and its own shape from the circumstances of its origin and development.

As I am to speak altogether of the historic colleges, which are still colleges and expect to remain such, I may make a passing reference to those colleges, most of them of even an earlier date, which have exchanged, or are now exchanging, the college idea for that of the university. The change on their part seems to me to be entirely justifiable because natural, or in some way necessary. It is being wrought out by them under conditions which make it feasible, or in response to demands which express an obligation. Most of them occupy central positions, represent various interests, and are already equipped for the initial work of a university. And yet I count it of untold value that these ancient colleges, which with our heartiest godspeed are now parting company with us on the way to their own future, were permeated and possessed in their growing life by the college ideal. And as compared with institutions whose foundations are now being laid on

another level, and which are never to be known as having been other than universities, there are, I believe, compensations and advantages which will grow more rather than less apparent in favor of those institutions which are reaching the same level through a college history.

The causes which have been operative in preserving to the colleges, of which I am to speak, their essential characteristic are not remote, nor difficult to find. They may be said to exist as much in their history as in their idea, except as the idea made the history. Indeed, it is to be assumed that this homogeneity is due in part to moral causes, and that it is to be maintained in part through these causes.

Perhaps the most evident cause of their continued homogeneity has been the perpetuation in some form of the original impulse. The colleges originated in a common impulse. Broadly stated, the impulse was religious, the force, that is, behind the colleges was the spirit of consecration, of service, and of sacrifice. Most of them were established to carry on the Christian ministry, because that seemed at the time to be the channel of the best service. Dartmouth College was a graft upon a missionary stock. The pilgrimage of that early Indian preacher over the seas, bearing his letters to George Whitefield, introduced to the Earl of Dartmouth and other English philanthropists, and gaining an audience with his Majesty the king, has become the romance of our history. But in its time it was no romance. The result of that pilgrimage was ten thousand pounds, the name which the college bears, and the interest and goodwill which secured the charter. The charter itself bears the impress alike of the political sagacity of John Wentworth and the apostolic zeal of Eleazar Wheelock. It is at once broad and serious, fully abreast of the present in its spirit of intellectual freedom, and glowing still with the religious feeling which inspired it.

What was true of Dartmouth was equally true, though

in a less picturesque way, of the other colleges, and one distinction which they have since had in common has been the perpetuation in some definite form of this original impulse. I do not for a moment deny the utmost seriousness of purpose or earnestness of endeavor to any class of educational institutions. I arrogate nothing unreal or arbitrary in the name of religion. But there is a clear difference in the method and in the result of intellectual training, as you strike at the beginning the religious note, or the note of utility, or the note of culture. In other words, the college differs widely from the technical school, and measurably from the university, in the provision which it allows and makes for the working of the religious element. I am aware that the presence of this element may give rise from time to time to vexing questions of administration. In respect to these contingencies I have little concern. For the principle of action is clear both on its negative and positive side. Religion must not be set to do the menial tasks of the college, it must not be made an instrument of discipline, it must not become through any kind of indifference the repository of obsolete opinions or obsolete customs, it must not fall below the intellectual level of the college, it must not be used to maintain any artificial relation between the college and its constituency. Religion justifies the traditions which give it place within the college, as it enforces the spirit of reverence and humility, as it furnishes the rational element to faith, as it informs duty with the sufficient motive, and lends the sufficient inspiration to ideals of service, and as it subdues and consecrates personal ambition to the interests of the common humanity. The college fulfills an office which no man, I take it, will question, as it translates the original and constant religious impulse into terms of current thought and action, making itself a centre of spiritual light, of generous activities, and, above all, of a noble intellectual and religious charity.

Another cause contributing to the homogeneous character of the historic college is to be found in the limits of its constituency. The actual area covered by the college is more restricted than that of the university. A college is in its very nature a localized institution, bounded either by territorial limits or by the reach of its working idea. The constituency, therefore, of a given college is a constant quantity. It cannot even be transferred to a neighboring institution. If any college in the group to which we belong should go out of existence, there would be a very considerable and irretrievable loss. But, as I have said, a college may be localized by its territory, or by its working idea. This latter distinction may give it an extended, while it gives it also an assured, constituency. Williams College, for example, is without a territory, but it has its idea. My friend, President Carter, is in the habit of saying, as the college sends out a class, that he does not know where the next class will come from, or whether it will come at all. The college of Hopkins and Garfield and Armstrong can never want for a constituency. There is an invisible realm over which a college holds sway by the power of its traditions and history, the names of its nobler alumni, the ideals which it puts forth, the work which it is seen to accomplish. No man can define these outer possessions, but they are a part of the growing inheritance. Students are drawn, not simply by solicitation, but more surely by affinity. Like begets like. A constituency once established, wherever it may be, reproduces itself in steadfast loyalty, and reacts upon the college to preserve its essential character.

And it is because of this power of a college to protect its life, and to extend its influence by the force of its working idea, that I do not share the fears entertained by some as to the future of our New England colleges under the changes in the home population. The colleges themselves have very much to say, if they will, as to what the

real nature of the change is to be. They are not hopelessly dependent upon the old stock, if they have the insight to interpret and the patience to develop the new. History teaches the lesson, which no educated man should allow himself to ignore, that in the order of Providence it is the privilege of great institutions, like the church and the school, to replenish and invigorate their life by the constant introduction of new and undeveloped material. Not the chosen races alone, but the gentile, the alien, the barbarian, have their place in the higher social economy, not immediately as such, but as they become mentally naturalized. So men come and go, and populations change, but institutions abide, and preserve their character, if they use their privilege.

But without doubt the chief cause of the homogeneous character of the colleges lies in the simplicity of their function, namely, to teach. I am about to borrow the distinction which John Henry Newman¹ has made at this point, though with a large qualification. He draws, as you recall, the careful distinction between the diffusion or extension of knowledge and its advancement. The advancement of knowledge he assigns to institutions like the Royal Academies of Italy and France, or the British Association; the diffusion or extension of knowledge, to the universities. In the comparative absence of such societies as exist abroad for the advancement of learning, we have assigned that task largely to the universities, and the teaching function more exclusively to the colleges. Or, to be more exact, we relegate to the secondary school the early disciplinary work, the formation of habits of study, the actual making of the mind; we carry over something of this disciplinary work to the college, and assign to it the further task of expanding, liberalizing, and informing, — the teaching function: we carry over much of this function to the university, and commit to it

¹ Preface to *The Idea of a University Defined and Illustrated*.

the special business of research, investigation, discovery,—the absolute advancement of learning. Now, while some such division of intellectual labor actually exists, and applies as indicated to the college, it must be accepted with this broad qualification. No man is fully prepared to teach, in the sense of communicating knowledge, who is not himself at work at the sources. Professors are not mere intermediaries. Contrary to the assertion of Cardinal Newman, elsewhere expressed, that to discover and to teach are separate functions seldom united in the same person, I believe that discovery stimulates teaching, and that teaching necessitates discovery. The teaching ideal is undergoing a very radical change. The ideal of yesterday was the man of many and easy accomplishments. The ideal of to-day is the man of single-minded, thorough, and if possible original, knowledge. Doubtless we may go to our own extreme, but we cannot return to the former pattern.

There has been preserved on our files the original "Agreement" between the first president Wheelock, acting for the trustees, and Mr. John Smith, one of the early tutors, who was promoted to the professorship of languages in the college. The agreement begins as follows: "Mr. Smith agrees to settle as Professor of English, Latin, Greek, Hebrew, Chaldee, etc., in Dartmouth College, to teach which, and as many of these and other such languages as he shall understand, or as the Trustees shall judge necessary and practicable for one man, and also to read lectures on these as often as the President and tutors with himself shall judge profitable for the Seminary." This is not precisely the model of the later agreements. Within the limited time which I have been able to devote to the interests of the college since my election to the presidency, it has been my special aim to promote the twofold object of extending the departments and dividing the labor; and the policy thus

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indicated will be pushed to the utmost limit which the funds of the college will permit. As I conceive the situation, the greatest incentive to good teaching is time to study. Apart from the immaturity of far too large a proportion in the teaching force in some of our colleges, nothing is so much to be deplored as the wasteful overworking of the maturer minds in a faculty. And this I say, not now in the interest of university work, but in the interest of college work. Teaching is that divine art which takes its authority and its inspiration from the certainty and the abundance of the thing known. The glorious gift of communication, even when most personal, is always proportionate to the conscious reserves of knowledge. The personality of a teacher, what is it? Not the man himself, but the man living at the heart and in the secret of nature, of history, of literature, of truth. And what is teaching, except making or letting nature itself speak to the asking mind — and history, and literature, and truth? Here is the relation of master and scholar, paraphrased in the matchless words of the older Scriptures, “him that awaketh and him that answereth.” And this is the distinctive function of the college, research, investigation, discovery, with time and facilities for their accomplishment, but all tributary to the one supreme end of teaching.

If I may now assume that I have shown that the distinction of the college lies in its homogeneity, and that I have rightly interpreted the causes which are at work to preserve that distinction, we are ready to take up the next part of our question and ask, What is the capacity of the college to meet the widening demands of the new education? Is there anything in the subject-matter, or method, or general discipline, introduced by the new education, which excludes the historic college from a share in it, or remands it to an inferior place? The answer to this question changes somewhat our point of view.

Thus far we have been concerned more with the contrast between the college and the university. We shall now be concerned more with the contrast between the college and the school of technology. Yet for the moment we remain in the former field. By long tradition there are certain subjects requiring continued and specialized treatment which have been put quite without and beyond the college curriculum. These subjects have been chiefly connected with the great professions. It is now to be noted that there is a tendency to throw back a considerable amount of elementary work from the professional schools into the colleges. Allowance is made both in time and in the larger choice of studies, in the schools of medicine and of theology, and in some cases of law, for those who have taken elementary courses in the colleges. A college student may, if the college so provides, elect his way, up to a certain point, into a professional school. But for the most part the subject-matter of the professional schools must be altogether different from that of the college.

Exception must also be made in reference to those subjects which are still in too tentative a form to offer proper material for instruction. Subjects are to-day under investigation in the universities which are as yet unorganized and unformulated, but which, when organized and formulated, will take their place in the college curriculum. Examples of subjects which have just passed this stage, and are now beginning to find their way into the colleges, are to be found in several of the branches of natural and social science. We have here a pertinent illustration of the work of the university as related to that of the college. It is one function of the university to develop and organize new subject-matter for the college curriculum.

But the chief question at this point, as I have intimated, is in regard to the relation of the college to the new subjects, chiefly in the natural and physical sciences, for which special provision is now being made through the schools

of technology. What ought to be the attitude of the college toward the subjects of the new learning, and toward the method of the new training? My answer is twofold, and equally positive in both parts. The college needs the new education in subject-matter and in method, and the new education needs the discipline of the college.

In saying that the college needs the newer subjects, and the methods which they bring with them, I am speaking in behalf of what we term a liberal education. If by that term we mean the education which enlarges and disciplines the mind irrespective of the after business or profession, then we cannot ignore or omit the training which attends the exact study of nature. The broader and finer qualities which belong to the habit of careful observation, the patient search for the immediate and sufficient cause of phenomena, the imagination which creates working hypotheses along which the mind theorizes its way into the realm of fact,—these certainly are the qualities of an educated mind. We may not be able to subscribe entirely to the statement, but we cannot fail to see a certain reasonableness in the claim of Virchow, that “mathematics, philosophy, and the natural sciences give the young minds so firm an intellectual preparation that they can easily make themselves at home in any department of learning.”

Certainly unexpected results have already followed from the scientific training. No one would have ventured to prophesy that one result would be the art of literary expression. Yet such has been the case. With few exceptions, the greater scientists among us are taking their place in literature. They are recovering the original qualities of style, simplicity, clearness, vividness. Some of them have caught with remarkably close ear the accents of the English tongue. The literary development of the scientists has been as unexpected as the absence of the philosophical temper.

Or, if by a liberal education we mean the introduction

to the broader ranges of thought, we cannot leave out the study of nature, or of man as a part of nature. Notwithstanding some of the materializing effects of this study, it has its own office in the humanizing and even spiritualizing of the human intellect. "I have never been able," President Eliot has said in these reverent words, "to find any better answer to the question, What is the chief end of studying nature? than the answer which the Westminster Catechism gives to the question, What is the chief end of man?—namely, to glorify God and to enjoy Him forever." Bred as I was in the old learning, and loyal to it as I am in all my feeling, my professional observation has taught me the value of that type of mind which is formed by the study of the natural sciences. I have learned to welcome the methods of thinking, the point of view, a reality in the apprehension of truth, although more restricted in its range, which have characterized the students of theology, whom I have known, who have had the scientific habit. And if I were to repeat my professional training, while keeping as before in the old courses, I should not omit to gain the clear and careful knowledge of some one of the sciences as a part of the better discipline which is now possible to the Christian ministry.

Of course the very practical problem arises, Where is the room for the old and the new? The sufficient and only answer to this problem is the elective system. Under a complete and continuous prescribed course the college must shut out the new, or give a smattering of the old and new. The elective system, if properly regulated and consistently applied, insures thoroughness within a reasonable variety of study. But the elective system is not a mere expedient. It holds a principle. One part of the college discipline is the development of the power of intelligent choice. The only question is in regard to the proper time at which the choice is to be made. And here, I think, the answer is not to be found in the nature of

the studies, provided the order and succession is rightly guarded, but in the student himself, the average student. Experience may modify my present view, but I am not now prepared to advise the opening of the courses at entrance upon college. The necessary condition of an intelligent choice, as it seems to me, is a certain familiarity with college methods and opportunities, as compared with those of the previous schools. Otherwise the student may fall back too much upon his advisers, the habit of advising developing in turn into a veritable system of paternalism, and thus defeating the whole disciplinary end of an election.

Thus far the need on the part of the college of the new education. I am equally confident that the new education in its more advanced form needs the discipline of the college. Mere specialization can offer no equivalent to the advantage of a liberal education followed by specialized study and work. Science itself must inevitably suffer from such a course in the long result, in the reputation of scientists, in the validity of their conclusions, at least to minds otherwise trained, and in the actual scientific product. And as respects those who enter the various scientific professions, I cannot see how they can take rank with men in the other professions, who first liberalize and then specialize, except by a like course. This is not the opinion simply of an advocate of a college training. The senior professor of our own Thayer School of Civil Engineering had said in a report: "Those who desire to study civil engineering are strongly urged to take a full collegiate course, either on a classical or scientific basis. In addition to the knowledge of the special preparatory subjects above named, the student will thus obtain a broad and liberal training, which in civil engineering, as in other professions, constitutes a preparation of the highest value." The "Engineering News" of May 26, 1892, commenting editorially on these words, characterizes them as "golden

words, which we could wish that every engineering school would adopt and make permanent," and then adds, "The graduate who knows nothing but engineering, and has no knowledge of letters and general culture to aid him, has an up-hill road before him."

The technical schools, which offer low terms of admission, and which afford no wide provision for general culture, may be admirable schools of apprenticeship, but they are not strictly scientific schools. And in so far as the tendency in some of the higher schools of technology is toward greater specialization, the college must offer its own scientific courses as a corrective. These courses are altogether theoretical. The work of the laboratory is not that of the workshop; neither does it take its place. The claim of the college is that the theoretical knowledge of the sciences, properly related to other kinds of theoretical knowledge, should precede the specialized application of the sciences. It is not assumed that this theoretical knowledge prepares one for his business or profession. There is no reason why a college graduate should not take a practical graduate course in a technical school. He may do that, or serve his apprenticeship in connection with one of the great industries. It is granted that one or the other is necessary. The college does not assume to make immediate connection with engineering or manufacturing, any more than with the practice of law or medicine.

The comparison of the college with the technical school brings out the fact that, while the capacity of the college seems to be enlarging so that it covers an increasing territory, its function remains single and undisturbed. It is always and everywhere the function of the college to give a liberal education, beyond which and out of which the process of specialization may go on in any direction and to any extent. The college must continually adjust itself to make proper connection with every kind of specialized work, not to do it. This very simple but very great func-

tion of a college is at present confused, I think needlessly confused, by the variety of the degrees which it confers. I will not now pause to argue the matter, but I will express the conviction that the time will come when the legitimate work of the college will be represented by one degree: by which statement I mean, on the one hand, that the college will gradually come to do a work through every possible combination of courses open to a student, which will entitle him, as he takes it, to be known as a liberally educated man without any differentiation from his fellows; and, on the other hand, that opinions will gradually become so equalized in respect to the relative value of the different studies which find place in the college curriculum that it will be acknowledged that the college has but one standard, and represents through its degree a single and complete unit in education.

It remains to consider that part of our question which I have said was largely local, and yet which I trust may be of interest to those of other colleges who are present, namely, what relation may a college sustain to associated institutions without assuming the functions of a university? In answering this question I pass from whatever is theoretical to that which is historical. The policy of Dartmouth College in this matter is written in its history. The history of Dartmouth College may teach any like institution, which cares to learn the lesson, how not to become a university. If any college has been tempted in this regard, Dartmouth more. I will try to tell briefly the story of its refusals, and also to show what it has done, and what it proposes to do, in place of becoming a university.

Naturally I might be expected to dwell upon the enforced attempt to change the college into a State university; but as this attempt represented the design of the State to gain possession of the college, rather than to change its essential nature, I pass it by. It is the somewhat remark-

able succession of opportunities to develop from within into an aggregation of professional and technical schools to which I desire to call attention.¹

One of the earliest benefactions to the college was an endowment towards a chair of divinity bearing the honored name of John Phillips. The chair has been variously utilized in connection with the religious instruction of the college; but when it is remembered that the pious intention of Samuel Phillips, the nephew of the donor, expressed in establishing Phillips Academy at Andover, was made the occasion of developing a theological seminary in connection with that institution, it is not unwarranted to suppose that Dartmouth College might easily have had a like development.

In 1798 the trustees of the college voted that "a professor be appointed whose duty it shall be to deliver public lectures upon anatomy, surgery, chemistry, materia medica, and the theory and practice of physic, and that said professor be entitled to receive payment for instruction in those branches, as hereinafter mentioned, as compensation for his services in that office." In accordance with this vote such a professor was appointed, lectures

¹ The term "university" is used in what follows in the traditional American sense, — an aggregation of professional schools usually centering around a college. The form in which the university idea is now developing most rapidly is best represented by the degree of Ph. D. In the use of method it is difficult to distinguish the university from the college, except in degree. The principle of electives, supplemented by full facilities for individual research and investigation, gives approximately the results gained by the methods in use at the universities. The extent to which this method may be carried in graduate work, in a college like Dartmouth, will depend entirely upon the endowments which may be secured to this end. The actual value of graduate work to a student depends upon the time which can be spared on the part of professors from their undergraduate work, or to the number of men who can be introduced into a faculty with this end in view, with an equipment in libraries and laboratories to correspond.

were given, a code of medical statutes was adopted, and degrees were conferred, by Dartmouth College, first of Bachelor of Medicine, and afterwards of Doctor of Medicine. This action seems like the initiative toward a university, and it might fairly be so construed, were it not that the subsequent history of the Medical School has hardly justified such a relation to the college. Practically the administration of its affairs is in the hands of its faculty. The State has a property interest in the school, so that it is known as the New Hampshire Medical College as well as Dartmouth Medical College. And recently its interests have become specially identified with the Mary Hitchcock Hospital, a distinct corporation. As, however, the question of the status of the Medical School is now before the legal committee of the board of trustees, I will not anticipate their report. I am, however, prepared to say that, whatever may prove to be the exact legal relation between the two bodies, the college proposes to give to the Medical School the fullest and most direct material aid in its power. The evidence of this is to be found in the proposed enlargement of the department of chemistry through an increase in its equipment, and in the establishment of the department of zoölogy. With these increased advantages on the side of the college, and with the very unusual facilities offered by the Mary Hitchcock Hospital, it is believed that the Medical School will not only maintain its exceedingly honorable history up to the present time, but that it will also demonstrate the practicability of a medical college in the country.

Chief Justice Joel Parker, of the class of 1811, for a long time Royall Professor of Law in Harvard University, contemplated the founding of a Law School in connection with the college. To this end he bequeathed to the college his law library, a considerable landed estate in Virginia, and property to the value of \$60,000. When the bequest came into the possession of the trustees, it seemed

inadvisable to them to establish a law department. Happily the terms of the will, as interpreted by them and by the executors, allowed the use of the money for purposes germane to the intent of the donor, within the college curriculum. It was therefore decided to apply the bequest to the endowment of a Parker Professorship of Law and Political Science, and to kindred uses.

In 1851 the faculty received from the will of Mr. Abiel Chandler, of Boston, the sum of \$50,000 for "the establishment of a permanent department, or school of instruction, in the college in the practical and useful arts of life." Two special provisions accompanied the bequest: first, the establishment of a perpetual board of visitors, who should "have full power to determine, interpret, and explain" the intentions of the bequest; and, second, a clause to the effect that "no other or higher preparatory studies are to be required, in order to enter said department or school, than are pursued in the common schools of New England." At the first meeting of the trustees following the gift, they proceeded to "constitute and organize a school of instruction in connection with the college and as a department thereof, the said school to be denominated The Chandler School of Science and the Arts." At first the school covered only a two years' course. Gradually the curriculum was extended, the faculty was enlarged, and other endowments were received. Meanwhile students were constantly presenting themselves prepared beyond the requirements for entrance. It was also found that a very considerable amount of work was duplicated between the professors of the college and those of the Chandler School. After conferences between a committee of the trustees and the two faculties, the trustees decided to ask the visitors, as interpreters of the will of Mr. Chandler, the following questions: first, whether under the will the standard of the school can be so high that its discipline and scholarship shall be equal to that of the other

department of the college, and, as a condition to this, whether the terms of admission can be made to require such attainments in the modern languages and scientific studies that students entering shall already have a good degree of mental discipline and attainments ; and, second, whether the condition of the will establishing a "department or school in the college" is met by the maintenance of a department and course of instruction in the college, without such a separate classification of students as would require them to be made responsible to a purely separate faculty. The visitors, in a careful and elaborate opinion, answered these questions in the affirmative, interpreting the clause in the will referring to the common schools of New England to include the high schools which prepare for college. Acting upon this decision, a plan was adopted which will go into effect the ensuing year, whereby the Chandler School is more formally incorporated into the college as the Chandler scientific course, carrying with it, as before, the degree of B. S. Through this incorporation the endowment from the Chandler fund, now amounting to about \$175,000, is brought into more economical adjustment to the funds of the college, though the fund will be kept distinct ; four professors are added to the college faculty, and a considerable body of students to the college enrollment.

The Thayer School of Civil Engineering and of Architecture was established in 1871, during the lifetime of the founder, by General Sylvanus Thayer, of the United States Corps of Engineers, a graduate of the college in 1807. The various sums given for the school aggregate \$70,000. The college simply holds these funds in trust. It has no control of the school. Its management is vested in a board of five overseers, which is self-perpetuating, except that the president of the college is the president of the board. The school covers a course of two years, and represents entirely the higher grades of study in civil engi-

neering. Connection has, however, been made with the scientific course of the college, so that it is possible for a student by careful election of his studies to take the college and engineering courses in five years, the senior year in the college counting under certain rigid conditions as the first year in the Thayer School.

In 1866 the legislature of New Hampshire passed an act establishing the "New Hampshire College of Agriculture and the Mechanic Arts," on the basis of the congressional land grant, and located the college at Hanover, and in connection with Dartmouth College. This connection was in the form of a specific contract, terminable on one year's notice by either party at the expiration of fourteen years. In 1891 the State was induced by the terms of the large bequest of Mr. Benjamin Thompson, a native of Durham, to remove the Agricultural College to that place. The buildings which it occupied while located at Hanover have now become the property of Dartmouth College, partly by purchase, and partly by the virtual remission by the State of its interest of \$15,000 in Culver Hall.

I may be permitted to congratulate the trustees and faculty of the Agricultural College, and the State, upon the acceptance by the Reverend Charles S. Murkland of the presidency of the college, and to extend to him in his own person, and in that which he represents, the most cordial greetings of Dartmouth College. I may be permitted to express also the conviction that there is abundant room within the State for the two institutions, so distinct in their methods and aims; and, more than this, that they should be mutually helpful in advancing the educational interests of the State. And I doubt not that the State, recognizing this fact, will hold itself in readiness at all times to do whatever is fitting and right to advance alike their interests.

From this brief survey of the actual course which the college has pursued in its relation to associated institu-

tions, or to plans for such institutions, you can determine at once its policy. That policy has not always been definitely expressed, perhaps not always clearly conceived, but it has been historically consistent. The college has always been willing to accept in trust such funds as have been confided to it for purposes related to its own, though not precisely the same, and to see to it that the intent of the donor was carried out in strict fidelity. It has been ready to incorporate into its own life such interests as have been attached to it, whenever such incorporation has seemed to be of mutual advantage. And it has sought to strengthen and support any other foundation which could be built up to the better advantage of each in comparative independence. Dartmouth College has not been ambitious to become a university in name or in fact. The college has been, and is, and will be, ambitious to stand, with its increasing years and in its enlarging strength, as the type of the historic college.

I have now said what I intended to say in respect to the present place of the historic college in our educational system as it is becoming more clearly defined. Each college has its own questions of readjustment and development. Within the past year the phrase has become current amongst us, — the new Dartmouth. I interpret the phrase to express our decision and our enthusiasm in the work to which we are called in the readjustment and development of Dartmouth. And yet let me say at once, we cannot make too great an acknowledgment of that which has been done before. The chiefest factor in the new will be the old. Each administration of the college, from the first to the last, has made its own contribution, more often than otherwise in self-denial and sacrifice. We build upon strong and wide foundations. More than this, the very resources with which we at least begin to build represent the earnings of a past generation, not of our own, — the accumulations which have been waiting in trust for our use.

Still, whatever may be the relative place of the past and the present in the existing situation, there are aspects of it which are new, new not only in opportunity but also in advantage and responsibility. For the first time in its history the college is practically under the government of its alumni. The government of the college is vested in a single board of twelve members, and, excluding the president of the college and the governor of the State, one half of the remaining number are directly nominated and virtually elected by the alumni, — a larger proportion than in any college in New England and probably in the country. The advantage of this responsible representation will depend upon the character, the educational and business qualifications, and the personal time available for the college, on the part of the alumni trustees, and also and equally upon the spirit of unity, of coöperation, and of active loyalty which it assumes in the alumni at large. I draw no unwarranted inferences from this action in respect either to men or money. I make no unreasonable demands upon the alumni. Not every alumnus who has a son to be educated can send him here. Not every alumnus who has money to give can put it here. I recognize other obligations. And yet in these and innumerable ways an interested alumni will make their interest tributary to the college. In the breadth of the opportunity it is scarcely possible to go amiss. And something can be done in collective ways. The many can unite for common ends. The younger alumni have begun with athletics. They have already fitted up one of the best athletic fields in the country at a cost of \$15,000, and are now preparing to renovate and equip the gymnasium at a like cost. The beginning thus made has been appropriate and helpful. Athletics have a rightful place in the modern college. They represent a discipline, a culture, an enthusiasm, which are a part of the college life. Let a wise and generous provision be made for this interest, not

as a concession, not as a means to some ulterior end, but in recognition of one of the varied elements which go to make up the training and the culture of the college-bred man.

There are certain other objects for which appeal must be made to the alumni collectively. I mention one which I will allow at once to make its own appeal, an appeal for which it would be a shame to ask a penny from any one without the alumni, for which no one alumnus ought to have the privilege of giving alone; namely, the preservation and reconstruction, according to the proposed plan, of Dartmouth Hall, — Dartmouth Hall, which, more than all else, gathers up into itself the traditions and memories of the old college.¹

It is also new in the history of the college that the opportunity has come for a symmetrical enlargement. The progress of the college has been continuous and steady. Each period has added its own proportion to the

¹ It now seems probable that Dartmouth Hall may be preserved as a dormitory, and at the proper time reconstructed, without change in its outward appearance, to this end. Should this plan be adopted by the trustees, the alumni will be asked to erect a memorial or alumni hall, in which may be gathered all material connected with, or illustrative of, the history of the college. The college already has in its possession over one hundred portraits of its distinguished alumni, collected largely through the efforts of the Hon. Benjamin T. Prescott, of the class of 1856, and since 1879 a trustee of the college. These are at present on the upper floor of the stack-room of the library. They should be placed where they can be immediately accessible. They should be a part of the daily life of the college. The walls of the hall should be prepared for the placing of tablets to the memory of the sons of Dartmouth who fell in the defense of the Union. Colonel Hiram B. Crosby, of the class of 1854, has provided an appropriate tablet to the memory of his classmate, Colonel Franklin A. Haskell, which will be placed temporarily on the walls of the library at the present Commencement. The attention of the alumni is earnestly invited to the plan of erecting an alumni hall. Allowance will be made for such a building in the plans which the trustees are now forming for new buildings.

inheritance. But the additions have been made one by one, and at comparatively long intervals. The opportunity is now at hand to enlarge with more symmetry because with more relative completeness. This is chiefly owing to the general fund which has been in long waiting for the college in the Wentworth bequest, but which now becomes available, under the recent appraisal, in two years. Meanwhile the State has very generously anticipated in part the first income which we may expect to derive from the estate by an appropriation of \$7,500 for each of the next two years. The annual income from the Wentworth fund will be at first about \$10,000, which will gradually increase to a final annual income of from \$20,000 to \$25,000. By this addition to our income we are enabled to establish certain chairs of instruction which will avail to enlarge and complete, for the present, some of the departments of the college; though this addition cannot at the best accomplish all that the college now needs in the way of instruction, and of course its wants will steadily increase. It is also to be understood that a part of the income from this fund is to go to the increase of the salaries of the professors.

The Butterfield bequest opens the way to a proper grouping of the departments. It provides a home and suitable support for the department it creates. It is my desire to see each of the general departments in a separate building; or, when this is not altogether necessary, that allied departments shall be brought together in the same building, and provided with proper facilities for their work. Suitable reference libraries in connection with recitation and lecture rooms are as necessary to successful teaching in the literary departments as are laboratories in the scientific department.

The material improvement of the college presents both an opportunity and a problem. The beginning of the problem has been most happily solved by the harmonious

coöperation of the precinct with the college in introducing a sufficient supply of water into the town at an estimated cost of \$60,000. The town is already supplied in part with pure drinking water, and with a sewerage system.

But the question of the location of new buildings in other than an isolated and haphazard arrangement offers great perplexities. The village of Hanover is so compact that there is no vacant room for a proper grouping of buildings for convenience or architectural effect. The building committee of the trustees is at work upon this problem under the best professional advice, and is agreed that no building shall be erected until a plan has been prepared and adopted which will secure a convenient and harmonious arrangement of such buildings as the college is likely to need and obtain within a somewhat extended future.

That, however, which contributes most largely to the present advantage of the college is the very thing which it shares with all the colleges, namely, the general advance in educational methods and appliances. I return for the moment to the idea with which I began, that this is an educational epoch. The educational spirit is abroad, informing and stimulating the intelligence of the country; the facilities for good teaching are becoming more abundant and more available; and, what is of far greater value, the material for good teachers is rapidly increasing through the attendance of students for graduate work upon our own or foreign universities. So wide and abundant is the provision for higher education that no one college can gain anything at the expense of any other. The colleges are moving abreast and in inspiring fellowship.

Gentlemen of the college, of the past and of the present; as we in our own persons increase in years, though it may be for long time with augmenting strength, we know the inevitable limit. The life of an individual can-

not attain to the dignity of history. The approach to that dignity marks the lessening of one's future. It is not so with the life of a great institution. The historic college moves on from generation to generation into its illimitable future. Each generation waits to pour into its life the warmth and richness of its own, and departing bequeaths to it the earnings of its strength. The college lives because nourished and fed from the unfailing sources of personal devotion.

I congratulate you, gentlemen, as the living embodiment of the college, upon the present signs of personal devotion to Dartmouth. It is evidently as true now as when the words were uttered, — "There are those who love it." May there be now and always the like wisdom in those who are called to serve it. If that can be assured, — and may God grant it, — the place of Dartmouth College in American letters and learning is as secure for the future as in the past.



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